

BEHAVIOR MANAGEMENT COURSE

THE IMPORTANCE OF SOCIAL-EMOTIONAL TEACHING

Note-taking Guide
bestpractices.gsu.edu



PART 1: WHY SOCIAL EMOTIONAL SKILLS ARE IMPORTANT

WHAT DO SOCIAL EMOTIONAL SKILLS LOOK LIKE?:

The ability to _____, _____ and
_____ emotions in a healthy way.

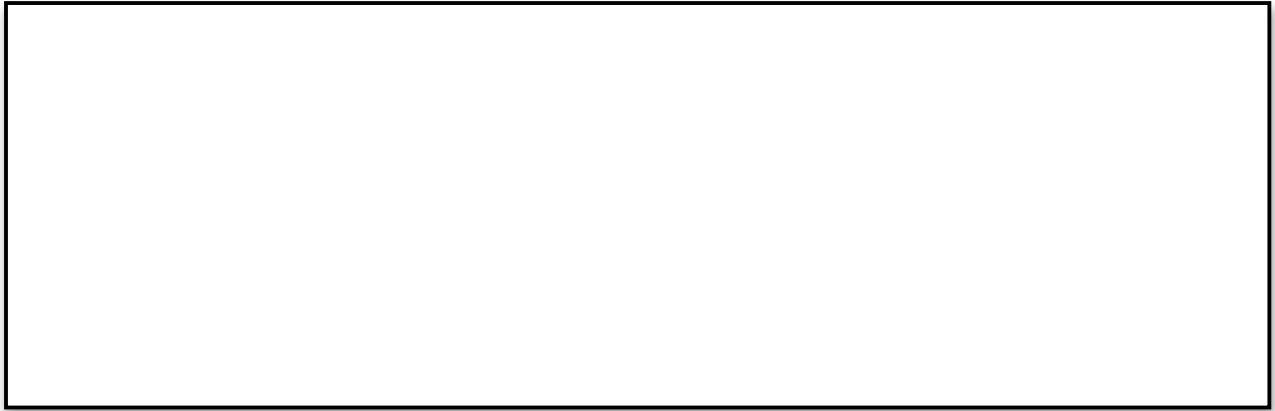
The ability to _____ and _____ with the
environment.

The ability to _____ and _____ positive relationships.

BENEFITS OF SOCIAL EMOTIONAL SKILLS

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WHAT THE RESEARCH TELLS US



PART 2: TEACHING SOCIAL EMOTIONAL SKILLS

Children are not born with social emotional skills

Early experiences impact _____.

Social skills require:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

Social emotional skills need to be taught.

Kindergarten preparedness involves more than just academic skills.

Teach social emotional skills the same way you teach academic skills.

Use _____.

Incorporate into _____.

Be _____.

Reinforce _____.

Help children learn how to manage their own behavior. Help them identify feelings in themselves and others, control their anger and impulses, cope with stress and solve problems.

PART 3: INDIVIDUALIZE STRATEGIES

One size does not fit all. What works for one child may not work for another. Be prepared to individualize instruction when teaching social emotional skills, just like you would do when teaching academic skills.

COPING SKILLS

Bad habits DO die hard! Over time, our brains get hard-wired to do certain things a certain way, whether it is good for us or not. It is difficult to replace a negative way of coping without teaching the child something to do in its place.

Use _____.

Provide _____.

Throwing toys can be replaced by:

Kicking or hitting people can be replaced by:

Destroying classroom property can be replaced by:

Shouting or yelling can be replaced by:



SCRIPTED SOCIAL STORIES

What is a social story? _____

When is it effective to use a social story? _____

Tips for Using a Social Story

- Identify what specific skill the child needs to learn.
- Think of the child's perspective and include his or her feelings or views in the story.
- Use realistic social examples.
- Address other people's perspectives and how the child's behavior impacts others.
- Define what the "expected" behavior is and how the child can meet the expectations.
- Write in first person.
- Use pictures and visuals that are relative to the text.
- Make sure the words and pictures are developmentally appropriate.

HELP ME PROBLEM-SOLVE: PROBLEM SOLVING STEPS

(Visuals can be downloaded by visiting <http://csefel.vanderbilt.edu/>)

Step 1:

Step 2:

Step 3:

Step 4:

Key Questions

Would the solution be safe?

Would the solution be fair?

How would everyone feel?

TURTLE TECHNIQUE

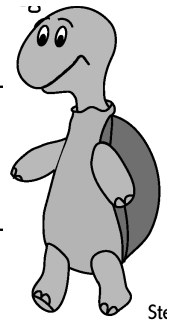
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Step 1:

Step 2:

Step 3:

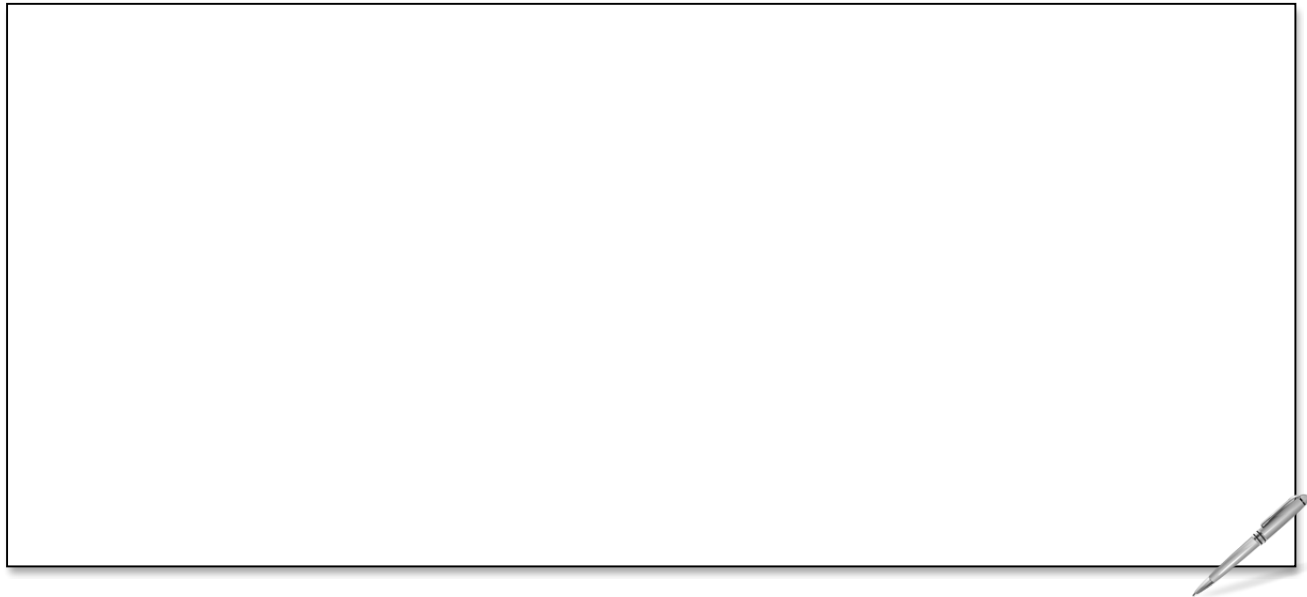
Step 4:



IDEAS FOR IMPLEMENTATION

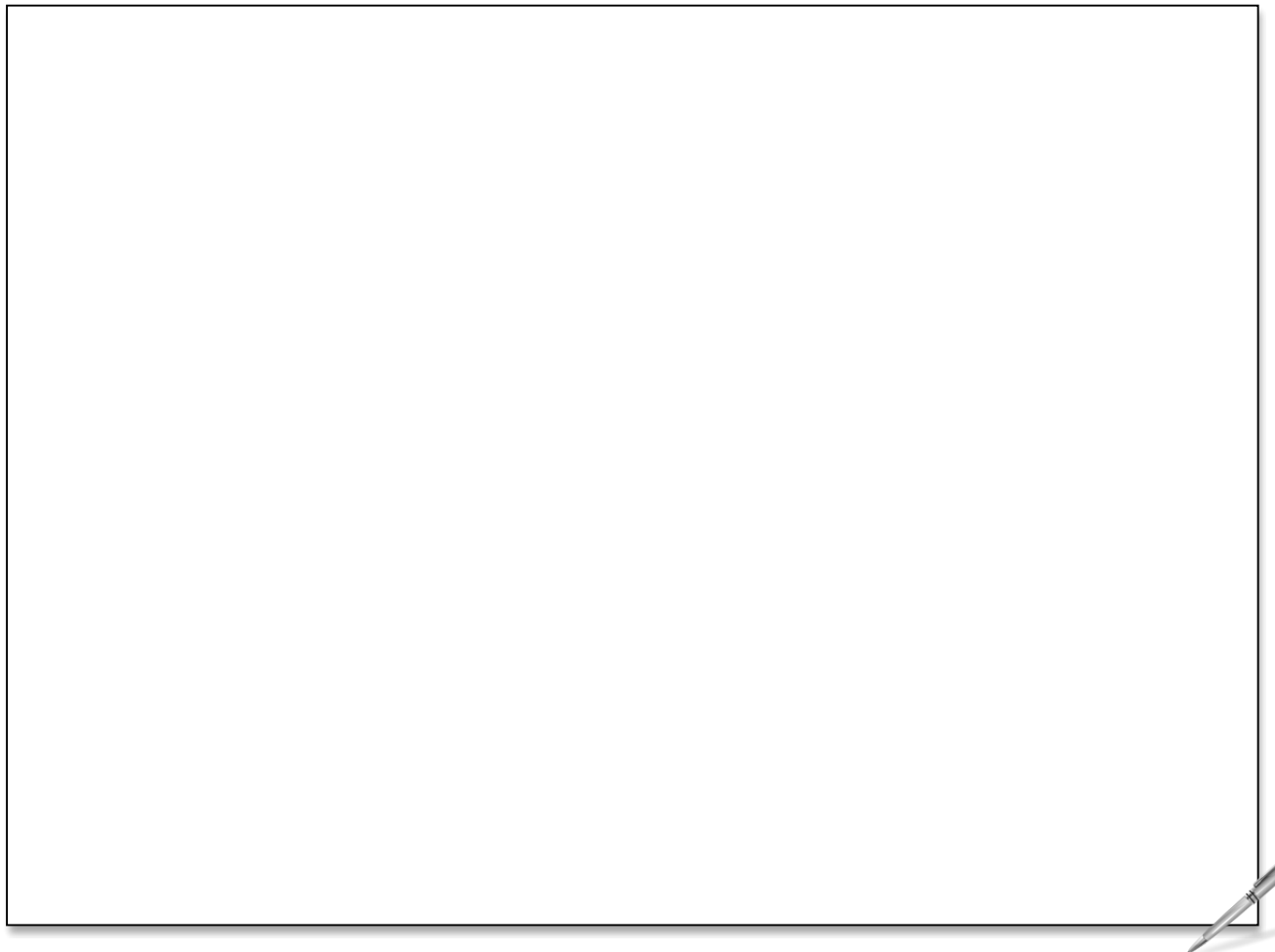


PROBLEM SOLVING JOB



SOLUTION KIT

(Visuals can be downloaded by visiting <http://csefel.vanderbilt.edu/>)



PART 4: HELP CHILDREN UNDERSTAND EMOTIONS

KEY CONCEPTS TO TEACH:

- Feelings can change.
- You can have more than one feeling at a time.
- You can feel differently than someone else about the same thing.
- All feelings are okay – it is what you do with them that is important.

Emotional literacy means helping children understand the emotions of themselves and others, and giving them tools to express their positive and negative emotions in an appropriate and healthy way.

To download free materials, visit The Center on the Social and Emotional Foundations for Early Learning - <http://csefel.vanderbilt.edu/>

Incorporate emotional literacy tools and activities into your daily routine.
Write down ideas:



PART 5: Songs

Feeling Song

Tune: *"If You're Happy and You Know It"*

If you're **sad** and you know it, cry a tear..."boo hoo."

If you're **mad** and you know it, use your words "I'm mad."

If you're **scared** and you know it ask for help, "help me."

If you're **happy** and you know it, hug a friend.

If you're **tired** and you know it, give a yawn.

Help Your Friends

Tune: *"Row, Row, Row Your Boat"*

Help, help, help your friends

Help them every day

Find a way to help them out

Then go off to play

Help, help, help your friends

Help them every day

Tie a shoe or find their toy

Then go off to play

Make a Good Choice

Tune: *"Happy Birthday"*

Let's make a good choice

Let's make a good choice

Share your toy when you're finished

And you'll be a good friend

Let's make a good choice

Let's make a good choice

Use your words when you're angry

And say, "I need help."

WEBSITES AND RESOURCES



Georgia State University Best Practices

www.bestpractices.gsu.edu

Access Georgia's PRIDE (Georgia's Pre-K Resource & Idea Exchange)

Bright from the Start

<http://dec.al.ga.gov>

Access information about trainings

Access free resources for Pre-K instruction, materials, and activities

Conscious Discipline

<http://consciousdiscipline.com/>

Access free resources and activities

Center on the Social Emotional Foundations for Early Learning

<http://csefel.vanderbilt.edu/>

Access free resources and activities

Better Brains for Babies

<http://www.fcs.uga.edu/ext/bbb/>

Access helpful articles and free resources for child care providers and parents about brain development from birth through young adulthood.

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org/>

National organization that promotes quality child care. Access free resources for child care providers.

Technical Assistance Center on Positive Behavioral Interventions and Support

<http://www.pbis.org/>

Provides technical support for implementing Positive Behavior Support in your classroom and school.

